**Music Development Plan**

School: Mount Pleasant Primary School

Local authority: Kirklees

Local music hub: Musica Kirklees

Music lead: Mark Shotter

Headteacher: Naeem Nazir

Date written:

Review date:

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|  | Music Development Plan |
| 1 – Overall objective | Our intent is to use Music to bring the school community together through the shared vision of whole-school singing, ensemble playing, all through the love of listening with friends and fellow pupils, as well as through performances.  We believe that every child should have the opportunity to learn to play a musical instrument. By offering a rich and varied musical framework that nurtures fundamental musical techniques alongside building musical knowledge, we offer a clear pathway towards strong musical understanding. We aim to develop aural skills, appraising, singing, improvisation, memorisation, composition and performance throughout school, thus laying essential music foundations for secondary school and beyond.  Our intent is for all children to listen to a broad range of music; thus, we expose our children to a wide range of musical genres, artists current and classical. We encourage pupils to be open minded in their listening as well as being knowledgeable about the breadth of musical genres and composers in the world, thus expanding critical cultural capital. |
| 2 – Key components | * Music is taught by class teachers in Nursery using music as continuous provision. * In Year 2 and 3 Hand Chimes WCET for one term (30 minutes a week). In years 4, 5 & 6 WCET one term for each year group for Violin (45 minutes a week). * When music is not taught as WCET class teachers teach Charanga (45 minutes a week). * All children also get a 20 minute singing assembly once a week using Sing Up. In KS2 teachers lead singing in classrooms fortnightly and this routine is embedded and going well. * In addition to weekly Music lessons, the children are introduced to a wide range of composers carefully selected to expose children to a range of musical genres and composers, from classical composers, to modern, during the weekly assemblies. * Resources - Tuned and un-turned percussion including chimes. Class set of Violins from Musica Kirklees. Diatonic bells, giant scrunchy, world instruments, boom-whackers, 5 electric keyboards, recorders, and piano in the hall. 30 Glockenspiels each for KS2 and KS1. Singing materials - Sing Up membership. Sets of iPads, chrome books. Charanga subscription. * Extra-Curricular - KS2 Choir, Keyboard Club, Year 2 Music Club. * Music nurture group once a week for SEND children. * Professional musicians into school - Clips through Charanga, peripatetic teachers in school. Recent years have seen workshops by a Bluegrass ensemble, a ukulele concert at Christmas, Brass Bands England. * Performance opportunities –   + Each February we take a choir to Huddersfield Town Hall for Mrs Sunderland performance.   + Year 4 are involved in the Big Sing event at Newsome Academy each March.   + Year 6 perform a musical in July.   + Each class performs a song to the rest of their Key Stage during assembly once a term. |
| 3 – Classroom instrumental teaching | Year 2: Hand chimes – autumn term  Year 3: Hand chimes – spring term  Year 4: Violins – summer term  Year 5: Violins – spring term  Year 6: Violins – autumn term  ***How will students progress?***  We firmly believe that every child should be given the opportunity to play a musical instrument. To ensure this is successful, we have a progressive model where children first learn to play hand chimes in years 2 and 3, and then have a term of violin music teaching for 3 years. This allows children to learn, practice and apply their knowledge for significant periods of time each year, resulting in progression and competency.  ***Who will teach this?***  The school invests heavily in Music through contracting services of professional musicians from Musica Kirklees.  ***How will instruments be funded?***  ***Governors support the use of school budget as well as pupil premium finding to ensure high quality music curriculum.***  ***How will lessons be inclusive?***  It is important that all children are involved in whole class instrument tuition and lessons are not an opportunity to withdraw children for interventions in different subjects.  ***Where to next?***  Next year, we plan to embed many of the new initiatives which have taken place and continue with staff music CPD. |
| 4 – Implementation of key components | See MPPS Music Curriculum Narrative 2024 -2025  Singing assembly takes place weekly – contributing to 30% of weekly music provision. When singing cannot take place in the hall, teachers sing in class using resources from Sing Up.  We are putting an increasing emphasis on performance through whole class song performances, so that performance is not limited to children involved in extra curricular music. The trial this year has been successful, so moving forward each class will choose one song per term and perform it during a Friday celebration assembly to their key stage. |
| 5 – Communication activities | *How are parents kept informed about the whole school music offering?*  Through our half termly curriculum newsletters and in Parent Newsletters which shares whole school achievement. |
| 6 – Evaluation process for the success of the music development plan | *Decide how you are going to track whether the plan is working. Include timeframes for progress meetings.*  Teachers monitor the progress of individual children. Charanga gives the opportunity to raise or lower the difficulty of the various musical activities through its ‘Bronze, Silver and Gold’ levels.  Repeated performance opportunities throughout the year will give teachers the opportunity to identify progress in children’s skill and confidence. By the end of the next academic year this process will have run its first full cycle, and we will be able to assess its effectiveness.  As the visiting music teachers teach children across several year groups, they can recognise progress made as well as identify gifted children. |
| 7 – Transition work with local secondary schools | *Consider what you will do to maintain musical engagement from Year 6 to Year 7, including any communication you will make with local secondary schools.* |
| 8 – Budget materials and staffing | *Music CPD for teacher sis built in within the Staff CPD calendar.*  *The* peripatetic *teachers also provide additional CPD for teachers.*  *Governors support school budget as well as pupil premium funding to ensure sufficient funding to provide a high-quality music curriculum for all pupils.* |
| 9 – Pupil Premium and SEND provision | *What are you doing to specifically engage Pupil Premium students or those with special educational needs and/or disabilities in music?*  *The Music curriculum is adapted to meet the needs of children with SEND. In addition, we have an additional music nurture session for children with SEMH needs.*  Pupils on pupil premium are provided an opportunity of paying half of any additional music lessons.  Pupil premium funding is used to ensure every child in school has the opportunity o play a musical instrument. |
| 10 – Summary Action Plan | *Write a list of immediate actions – make them SMART (specific, measurable, achievable, relevant, time-bound).*   * Create rota for class performances during the first week back in the autumn term * Purchase violin and handchime lessons through Kirklees Musica. * Create timetable for peripatetic teachers for hand chimes and violins. |